

Making Connections

Reading Comprehension Skills and Strategies Book 5

Unit 5 Skill Focus: Cause and Effect

Unit 5 Theme: Endangered Species

Text 1

Text 2

Text 3

Scaffolding Level: **MODELING** **GUIDED** **COACHING/INDEPENDENT**

Text 4

Text 5

Text 6

Scaffolding Level: **INDEPENDENT** **INDEPENDENT** **INDEPENDENT**

Cause and Effect
Fact and Opinion

Text 1: Quan's African Journal

BEFORE READING

Skill Focus

Ask students what would happen if you shut off the lights. (*It would get darker.*) Explain that shutting off the lights *causes* the room to get dark; the darkness is the *effect* of shutting off the lights. Then tell them that a cause is why something happens, and an effect is the result.

Explain to students that it is sometimes easier to identify an effect first, (*I was really hungry.*) and then find out what caused it. (*I skipped breakfast.*) Remind them that signal words such as *because* and *so* can help show the connection between causes and effects.



Find ELL support for skill focus on page 91.

Background Knowledge

Explain to students that they will be reading a text about a young man who volunteers to go to Africa and work in a game park. Ask volunteers to tell what they know about Africa; for example, its location, geographical features, climate, and native animals. Ask if anyone knows what a game park is. (*a protected area where wild animals are allowed to roam free*)

Text Structure and Purpose

Have students open their books to page 60. Point out the definition of cause and effect at the top of the page. Read it aloud to students as they follow along in their books. Explain that this text is a journal kept by Quan while he worked at a game park. Ask students to recall the purpose of a journal. (*to write about and keep memories of things that happen in your life*)

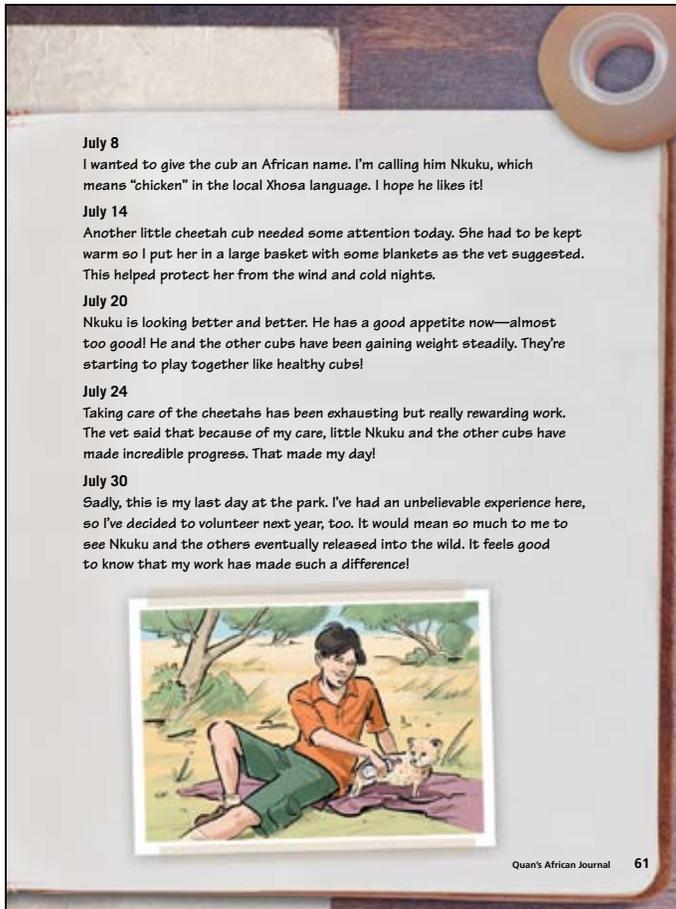
Then point out that

- the text below each date describes what happened on that day;
- Quan arrived in Africa on July 1;
- the first entry tells why Quan has come to the park;
- the rest of the entries describe some of Quan's experiences; he tells about events that happen (*effects*) and *why* they happen. (*causes*)

Unit
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Cause and Effect A cause is why something happens, and an effect is the result.





Text Features

Read the title and focus question aloud to students as they follow along in their books. Direct them to keep the focus question in mind; explain that you will refer back to it later.

Discuss the illustrations with students, particularly the one on page 61 that shows Quan at work. Ask: “What do you think Quan is doing in this picture?” (*feeding a small cat*) Have volunteers make predictions and tell students they can confirm or modify their predictions as they read.

DURING READING

Comprehension Monitoring/ Question Generating

First Reading

Read the text aloud to students as they follow along in their books. As you read, model how to circle

words, phrases, or sentences that may be challenging. Use the Teacher Support for Comprehension Monitoring on pages 140–141 to help you identify likely trouble spots. Then think aloud as you generate questions about the content of the text.

Vocabulary Model how to use vocabulary strategies to determine the meaning of some words.

- Show students how to use context clues to figure out *volunteered*: “*Volunteered ... what does that mean? The text says that the national park needs workers and Quan volunteered to work there. So I think volunteered must mean ‘offered to work or help do something.’*”
- Help them figure out *nurturing*, using context and visual clues: “*Quan says one of the cubs needed nurturing. In the same sentence, he says the cub needed attention. Earlier sentences say the cub was very weak and needed to be fed every two hours. The picture on page 61 shows Quan feeding a cub with a bottle. So I guess nurturing means ‘feeding and caring for.’*”
- Demonstrate how to pronounce the African words *Nkuku* (say n-KOO-koo) and *Xhosa* (say KOR-sa).

Cause and Effect
Fact and Opinion

Text 1: Quan's African Journal

Phrases and Sentences Model how to generate questions to help identify a potential trouble spot in the first entry on page 60. Say: “What does ‘loss of their habitat’ mean? Hmm ... what could cheetahs lose that would make them endangered? Maybe the food they eat or safe places to live? The context gives me a general idea, but I’ll use a dictionary to be sure. It says a habitat is ‘a place where an animal normally lives.’ So the cheetahs are losing the places where they usually make their homes.”

Rereading

Reread the focus question and the text aloud for students as they follow along. Have them underline the causes in one color and the effects in another; remind them to make a key at the bottom of the page. Discuss how sometimes the effect of one thing can become the cause of another and may therefore need to be underlined in both colors. For example, in the July 14th entry, the effect “so I put her in a large basket with some blankets” becomes the cause for why the cheetah was protected from the wind on cold nights. Use the Teacher Support for Comprehension Monitoring on pages 140–141 to help you identify the causes and effects.

Tell students that you will use what you’ve underlined to answer the focus question, noting the signal words. (*The animals were brought to the game park because they were an endangered species due to their loss of habitat and illegal poaching.*)

Cooperative Learning

Have students work in pairs or small groups to clarify other challenging words, phrases, and sentences, and discuss the remaining causes and effects that have been underlined. As you monitor their discussions, encourage them to apply the vocabulary and question generating strategies modeled above.

Help students reinforce their understanding of cause and effect with the following activity.

- Have pairs or small groups prepare a brochure calling for volunteers to work in the national park. Include questions and answers such as: “Why should you volunteer? Because cheetahs are endangered.”
- Invite groups to display their brochures.

Practice the Skill

Cause and Effect

Fill in the missing causes and effects.

<p>Cause</p> <p>The national park needs workers.</p>	→	<p>Effect</p> <p>Quan volunteered to spend a month there.</p>
<p>Cause</p> <p><u>Loss of habitat</u></p>	→	<p>Effect</p> <p>Cheetahs are an endangered species.</p>
<p>Cause</p> <p><u>Illegal poaching</u></p>	→	<p>Effect</p> <p><u>They'll have a variety of responsibilities.</u></p>
<p>Cause</p> <p>Hadiya wanted to see which jobs the workers were good at.</p>	→	<p>Effect</p> <p><u>Quan knew what he wanted to do.</u></p>

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Cause
More animals
were coming in.

Effect
The workers helped build
new shelters.

Cause
He hadn't eaten
for days.

Effect
One of the cubs was very weak.

Cause
Nkuku has a good appetite
now.

Effect
He's looking better
and better.

Effect
He has gained
weight steadily.

Fact and Opinion

1. Write one fact from the text about cheetahs.
Answers will vary.

2. Write one opinion from the text about cheetahs.
Answers will vary.

Check Comprehension

Why was Quan good at building fences?
He had worked on a farm before.

Quan's African Journal 63

AFTER READING

Reread for Fluency

Review pronunciation of the words *Xhosa* and *Nkuku* with the class. Then assign pairs of students to practice reading the text aloud for fluency. Invite them to take turns reading the entries. Remind them that a journal entry is meant for the writer's own self, so the tone is informal. Encourage students to use the punctuation to help them read with appropriate expression.

Graphic Organizers and Question Answering

Point to the cause and effect graphic organizer on pages 62 and 63. Tell students that the arrows indicate which causes result in which effects, and that some boxes have more than one arrow. For example, the second set of cause/effect boxes calls for two causes for a single effect; the last set calls for two effects of a single cause.

Summarizing

Explain to students that summarizing helps readers say in a few sentences what a whole text is about. Tell them that when they summarize, they should include only the most important ideas or events.

Model using the marked pages to write a day-by-day summary of the text. Explain to students that you will include important causes and their effects. Say: "In the first journal entry, Quan arrived in Africa. He went there because he heard they needed volunteers and because he was always interested in Africa and its animals." Have students include other causes and effects as they tell you important ideas from the other journal entries. Record their responses on the board. Tell them that these important ideas make up a summary. Call on volunteers to read the summary aloud.

ELL Support

Provide pictures of causes, where it's clear what happens next, or effects, where it's clear what just happened. (Magazine ads work well.) Students should look at a picture, tell what it shows, and identify the likely cause or effect. Restate their ideas in complete sentences using signal words.



Text Connections

Explore the following questions and activities with the whole class or in small groups, or assign them for independent work. Review Texts 1 through 5 with students, including the activity pages. Tell students they will need to refer back to these pages.

- 1** In small groups, look back over the texts in the unit. What is the common theme? Write a letter to the editor of a local newspaper or an environmental magazine explaining why you think it is important to preserve one of the animals or plants described in this unit.
- 2** In this unit, you read an article about mangrove wetlands. Choose another environment to research, for example: a coral reef, rainforest, mountain range, desert, river basin, or prairie. Use the library or Internet to research how these habitats have changed over time and what effect this has had on animals or plants that live there.
- 3** Use the library or the Internet to research endangered species in the United States. Compile a list, and choose one species. Write a report or design a series of posters on why it is endangered and any efforts being taken to save it.
- 4** Contact a zoo or national park in your area and find out if it runs any breeding programs for endangered animals. If not, ask someone there to give you the name of a facility that has these kinds of programs. Report on one such program to the class. Explain why the animal has become endangered and what is being done to save it.
- 5** Interview an environmental worker to find out why some animals (for example, pandas, seals, elephants, or tropical birds) are hunted or captured when it is against the law. What do the poachers get for their efforts? How are governments trying to stop such illegal hunting? How successful are their attempts? A zoo or government agency may be able to help you find a person to interview.
- 6** Working in small groups, research the early history of your city, neighborhood, or town. What was the environment like before it was settled? Find out if there are any plants and animals that used to live in your area that are now endangered or no longer live there. Display your information on a poster.

Unit
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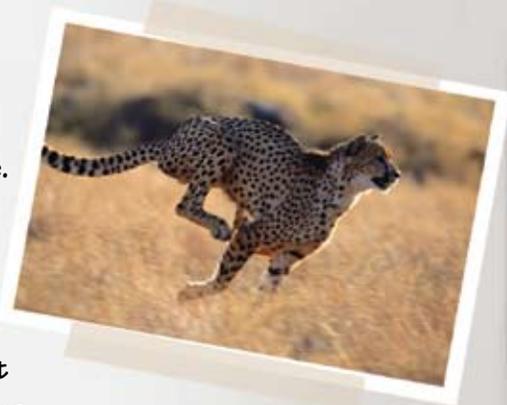
Cause and Effect A cause is why something happens, and an effect is the result.

Quan's African Journal

Why were the animals brought into the game park?

July 1

Today I arrived in Africa! The national park needs workers, so I've volunteered to spend a month here. I'm so happy—I've always been fascinated by Africa, especially the animals. Cheetahs are my favorites. They're the fastest land animals and can reach speeds of up to seventy miles an hour! Unfortunately, because of the loss of their habitat and illegal poaching, they are an endangered species.



July 2

Hadiya, the head ranger, told us about the work we'd be doing. She says we'll have a variety of responsibilities each week so she can see which jobs we're good at. Then we'll each be given a specific job.

Hadiya let us hold some orphaned cheetah cubs at the end of the day. After that, I knew exactly what I wanted to do!

July 6

There are more animals coming in soon, so today we all helped build new shelters. I'm actually pretty good at building fences because I've worked on a farm before. But I still really want to work with the baby cheetahs.

July 7

Five more cheetahs arrived today. The two adults were injured in traps set by poachers. The three cubs were orphans.

One of the cubs was very weak—he hadn't eaten for days. Poor little guy! The staff vet showed me how to take care of him. He needs feeding every two hours, so I guess I'll be up and down all night. But I don't mind because he really needs some nurturing and attention. The vet said that I could think of a name for him.

July 8

I wanted to give the cub an African name. I'm calling him Nkuku, which means "chicken" in the local Xhosa language. I hope he likes it!

July 14

Another little cheetah cub needed some attention today. She had to be kept warm so I put her in a large basket with some blankets as the vet suggested. This helped protect her from the wind and cold nights.

July 20

Nkuku is looking better and better. He has a good appetite now—almost too good! He and the other cubs have been gaining weight steadily. They're starting to play together like healthy cubs!

July 24

Taking care of the cheetahs has been exhausting but really rewarding work. The vet said that because of my care, little Nkuku and the other cubs have made incredible progress. That made my day!

July 30

Sadly, this is my last day at the park. I've had an unbelievable experience here, so I've decided to volunteer next year, too. It would mean so much to me to see Nkuku and the others eventually released into the wild. It feels good to know that my work has made such a difference!



Practice the Skill



Cause and Effect

Fill in the missing causes and effects.



Cause

The national park
needs workers.

Effect

Quan volunteered to spend
a month there.

Cause

Effect

Cheetahs are an endangered
species.

Cause

Cause

Hadiya wanted to see
which jobs the workers
were good at.

Effect

Cause

Quan held some orphaned
cheetah cubs.

Effect

<p>Cause</p> <hr/> <hr/>		<p>Effect</p> <p>The workers helped build new shelters.</p>
<p>Cause</p> <hr/> <hr/>		<p>Effect</p> <p>One of the cubs was very weak.</p>
<p>Cause</p> <p>Nkuku has a good appetite now.</p>	 	<p>Effect</p> <hr/> <hr/>
		<p>Effect</p> <hr/> <hr/>



Fact and Opinion

1. Write one fact from the text about cheetahs.

2. Write one opinion from the text about cheetahs.

Check Comprehension

Why was Quan good at building fences?
